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ABSTRACT

This guide addresses provision for transition services in the Individualized Education Programs (IEPs) of students with disabilities. It begins with regulations arising from the Individuals with Disabilities Education Act pertaining to transition services. These regulations focus on definitions, participants in meetings, parent participation, content of IEPs, and the agency responsible for transition services. The process for writing an IEP which includes transition services is then reviewed. The guide defines transition services, reviews when school districts must begin providing transition services, and examines who will determine what transition services are needed. The guide also explores how necessary services are determined, which involves identifying anticipated post-school outcomes, determining present level of performance, defining needed transition services, designing annual goals and short-term instructional objectives, and documenting agency responsibilities. Examples of goals and objectives that relate to major transition service areas are listed. Areas include postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, community participation, and independent living. Sample forms are also provided, including: school to post-school transition plan, statement of current transition services, guide for long-range transition planning, and transition planning assessment (elementary through high school). Appendices provide excerpts from legislation related to transition services. (JDD)

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Arizona TRANSITION Initiative

Transition Services

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Developing and Including Transition Services in the IEP

Arizona Department of Education
Special Education

TRANSITION SERVICES PROGRAM
Technical Assistance Document

EC 303838

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Developing and Including Transition Services in the IEP

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This technical assistance document was developed by Laura L. Love of the Special Education Section at the Arizona Department of Education funded by U.S. Department of Education grant #H158Q10026.

These materials were modeled after a draft document, *Developing and Writing Transition Services Within The IEP Process* (1991), prepared by Ed O'Leary of the Mountain Plains Regional Resource Center and Jane Paulson of Rapid City School District, South Dakota. The article, *Transition Services in the IEP*, published by the National Information Center for Children and Youth with Disabilities (1993), was used to provide the outline for this document.

I. IDEA Requirements for Transition Services

In October 1990, President Bush signed into law the Education of the Handicapped Act Amendments of 1990, known as the Individuals with Disabilities Education Act (IDEA), P.L. 101-476. The purpose of this section, IDEA Requirements for Transition Services, is to acquaint the reader with the IDEA regulations pertaining to transition services for students receiving special education and related services.

§ 300.18 Transition services.

(a) **As used in this part, "transition services" which means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment,) continuing and adult education, adult services, independent living, and community participation.**

(b) **The coordinated set of activities described in paragraph (a) of this section must –**
(1) Be based upon the individual student's needs, taking into account the student's preferences and interests; and
(2) Include:
- **(i) Instruction,**
- **(ii) Community experiences,**
- **(iii) The development of employment and other post-school adult living objectives, and**
- **(iv) If appropriate, acquisition of daily living skills and functional vocational evaluation.**

(Authority: 20 U.S.C. 1401(a)(19))

Note: Transition services for students with disabilities may be special education, if they are provided as specially designed instruction, or related services, if they are required to assist a student with a disability to benefit from special education. The listed activities in paragraph (b) is not intended to be exhaustive.

§ 300.340 Definitions.

(b) **As used in §§ 300.346 and 300.347, "participating agency" means a State or local agency, other than the public agency responsible for a student's education, that is financially and legally responsible for providing transition services to the student.**

(Authority: 20 U.S.C. 1401(a)(20))

§ 300.344 Participants in meetings.

(c) **Transition services participants.**
(1) If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite -
- **(i) The student; and**
- **(ii) A representative of any other agency that is likely to be responsible for providing or paying for transition services.**

(2) If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and
(3) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services.

(Authority: 20 U.S.C. 1401(a)(19), (a)(20); 1412(2)(B), (4), (6); 1414(a)(5))

Note 2: Under paragraph (c) of this section, the public agency is required to invite each student to participate in his or her IEP meeting, if a purpose of the meeting is the consideration of transition services for the student. For all students who are 16 years of age or older, one of the purposes of the annual meeting will always be the planning of transition services, since transition services are a required component of the IEP for these students.

For a student younger than age 16, if transition services are initially discussed at a meeting that does not include the student, the public agency is responsible for ensuring that, before a decision about transition services for the student is made, a subsequent IEP meeting is conducted for that purpose, and the student is invited to the meeting.

§ 300.345 Parent participation.

(b)(2) **If a purpose of the meeting is the consideration of transition services for a student, the notice must also –**
(i) Indicate this purpose;
(ii) Indicate that the agency will invite the student; and
(iii) Identify any other agency that will be invited to send a representative.

§ 300.346 Content of the individualized education program.

(b) **Transition services.**
(1) The IEP for each student, beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of the needed transition services as defined in § 300.18, including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.
(2) If the IEP team determines that services are not needed in one or more of the areas specified in § 300.18 (b)(2)(i) through (b)(2)(iii), the IEP must include a statement to that effect and the basis upon which the determination was made.

(Authority: 20 U.S.C. 1401(a)(19), (a)(20); 1412(2)(B), (4), (6); 1414(a)(5))

Note 1: The legislative history of the transition services provisions of the Act suggests that the statement of needed transition services referred to in paragraph (b) of this section should include a commitment by any participating agency to meet any financial responsibility it may have in the provision of transition services.

Note 2: With respect to the provisions of paragraph (b) of this section, it is generally expected that the statement of needed transition services will include the areas listed in § 300.18 (b)(2)(i) through (b)(2)(iii). If the IEP team determines that services are not needed in one of those areas, the public agency must implement the requirements in paragraph (b)(2) of this section. Since it is a part of the IEP, the IEP team must reconsider its determination at least annually.

Note 3: Section 602(a)(20) of the Act provides that IEPs must include a statement of needed transition services for students beginning no later than age 16, but permits transition services to students below age 16 (i.e., "* * * and, when determined appropriate for the individual, beginning at age 14 or younger.") Although the statute does not mandate transition services for all students beginning at age 14 or younger, the provision of these services could have a significantly positive effect on the employment and independent living outcomes for many of these students in the future, especially for students who are likely to drop out before age 16. With respect to the provision of transition services to students below age 16, the Report of the House Committee on Education and Labor on Public Law 101-476 includes the following statement:

Although this language leaves the final determination of when to initiate transition services for students under age 16 to the IEP process, it nevertheless makes clear that Congress expects consideration to be given to the need for transition services for some students by age 14 or younger. The Committee encourages that approach because of their concern that age 16 may be too late for many students, particularly those at risk of dropping out of school and those with the most severe disabilities. Even for those students who stay in school until age 16, many will need more than two years of transitional services. Students with disabilities are now dropping out of school before age 16, feeling that the education system has little to offer them. Initiating services at a younger age will be critical. (House Report No. 101-544, 10 (1990).)

§ 300.347 Agency responsible for transition services.

(a) **If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP.**

(b) **Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition services that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.**

(Authority: 20 U.S.C. 1401(a)(18), (a)(19), (a)(20); 1412(2)(B))

Developing and Including Transition Services in the IEP

The following sections will guide the reader through several questions designed to provide an overview of transition services, including

- *What are transition services?*
- *When must school districts begin providing transition services?*
- *Who will determine what transition services are needed?*
- *How does the IEP team determine what transition services are needed?*

The process for writing an Individualized Education Program (IEP) which includes transition services is similar to what has been done in past IEP meetings. However, while the process for writing an IEP with transition services is somewhat similar, the final IEP product will probably be different.

I. What Are Transition Services?

Transition services. §300.18

(a) **As used in this part, "transition services" which means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment,) continuing and adult education, adult services, independent living, and community participation.**

(b) **The coordinated set of activities described in paragraph (a) of this section must**
- (1) **Be based upon the individual student's needs, taking into account the student's preferences and interests; and**
- (2) **Include**
  - (i) **Instruction,**
  - (ii) **Community experiences,**
  - (iii) **The development of employment and other post-school adult living objectives, and**
  - (iv) **If appropriate, acquisition of daily living skills and functional vocational evaluation.**

To understand what transition services are, it is important to look at this definition step by step and discussing their meaning and the Congressional intent for defining transition services this way.

... a coordinated set of activities for a student...

To prepare a student with a disability for post-school activities, the transition services must be a "coordinated set of activities." The various transition activities must complement and be coordinated with each other. The different agencies responsible for providing the services must do the same, making sure that the services to the student meet the student's transition needs in a coordinated, nonduplicating fashion. A successful transition relies on the involvement of many individuals and service providers, therefore this coordination effort is essential.

A critical part of the definition of transition services is found in (b)(2)(i) through (b)(2)(iii). This part states that the coordinated set of transition activities

MUST INCLUDE:
- **Instruction**
- **Community Experiences**
- **Developing Employment Objectives**
- **Developing Adult Living Objectives**

and, if appropriate:
- Daily Living Skills
- Functional Vocational Evaluation

It is important to understand that these are the transition services areas that each IEP team must address in its transition discussions. Questions such as the following can guide this discussion.

- *What instruction will be used in providing a student's transition services?*
- *When will skill development require that the student have community-based experiences?*
- *What objectives might be written to guide preparing the student for the adult living domains he or she will experience after leaving school?*
- *Does the student need to acquire daily living skills?*
- *Is functional vocational evaluation necessary for determining and providing appropriate transition services to the student?*

...designed within an outcome-oriented process that promotes movement from school to post-school activities...

The coordinated set of activities must be designed within an "outcome-oriented process." The definition of "transition services" is aimed to help students with disabilities move from public school into post-school activities. *What post-school activities might a student become involved in and, thus, need to prepare for?* These post-school activities are listed in the definition of transition services.

- **Postsecondary education**
- **Vocational training**
- **Integrated employment, including supported employment**
- **Continuing and adult education**
- **Adult services**
- **Independent living**
- **Community participation**

These are the outcomes that must be considered when planning what transition services each student requires, however, the IEP team may identify other outcomes for individual students as well.

The Arizona Department of Education, Special Education Section (ADE-SES) has developed the following format which can be used by an IEP team to document the discussion and provision of transition services. Local education agencies are not required to use this format, however, they must ensure that the IEP properly documents the consideration of transition services as required by the IDEA. Local education agencies may have a format already in use to document such services. For training purposes, the remainder of this document will reference the ADE-SES format.

Student Name _____ Birthdate _____ Date of IEP _____ Page ___ of ___

34CFR 300.18

Transition Services

SCHOOL TO POST-SCHOOL TRANSITION PLAN

Student preferences and interests for transition services:

Post-school outcomes to be considered:

[ ] Postsecondary Education [ ] Vocational Training [ ] Integrated Employment [ ] Continuing & Adult Education Adult Services

[ ] Independent Living [ ] Community Participation [ ] Other (Specify) _____

	Coordinated Set of Activities from School to Post-school Outcomes				
Transition Service Area	Year 1	Year 2	Year 3	Year 4	Year 5
1. INSTRUCTION					
2. COMMUNITY EXPERIENCES					
3. EMPLOYMENT					
4. ADULT LIVING					
5. Daily Living Skills					
6. Vocational Evaluation					

Student Name _____ Birthdate_____ Date of IEP _____ Page ____ of ____

34 CFR 300.18, 300.346

Transition Services

Student preferences and interests for transition services:

Post-school outcomes to be considered: *(Refer to "School to Post-school Transition Plan")*

[ ] Post-secondary Education
[ ] Integrated Employment (Including Supported Employment)
[ ] Independent Living
[ ] Other (Specify) _____
[ ] Vocational Training
[ ] Continuing & Adult Education
[ ] Adult Services
[ ] Community Participation

Student present level of development or educational performance:
(Refer to "Present Level of Performance" on IEP for additional input)

Statement of current transition services: *(Refer to "School to Post-school Transition Plan")*
Services must include #1 - #4. If team determines services not needed in one or more of these areas, include statement to that effect and basis upon which determination was made.

1. INSTRUCTION
2. COMMUNITY EXPERIENCES
3. EMPLOYMENT
4. ADULT LIVING
5. Daily Living Skills
6. Functional Vocational Evaluation

Targeted transition goals and objectives are located in Annual Goals/Short Term Objectives Section of the IEP.

Student Name _____ Birthdate _____ Date of IEP _____ Page _____ of _____

34 CFR 300.346, 300.347

Transition Services

Local Education Agency & Participating Agency Responsibilities			
Service or Responsibility	Responsible Agency	Start Date	End Date

Additional discussion of transition services:

II When Must School Districts Begin Providing Transition Services?

> Content of the individualized education program. §300.346
>
> (b) **Transition services.**
> **(1) The IEP for each student, beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of the needed transition services as defined in § 300.18, including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.**

The age requirement stated in IDEA gives school districts latitude in determining when to begin providing transition services. At a minimum, however, schools must provide services to students by the time they are 16 years of age. Transition services must be considered and documented at every IEP meeting from age 16 until the student leaves school.

The final determination of when to initiate transition services for students under age 16 is left to the IEP process. When their needs, as determined by the IEP team, deem it appropriate, a school may provide transition services to younger students. Providing transition services prior to age 16 is particularly important for students with severe disabilities or for students who are at risk of dropping out of school before age 16. Students with disabilities are now dropping out of school before age 16, feeling that the education system has little to offer them. IDEA makes it clear that initiating services at a younger age will be critical. Transition services can have an extremely positive effect on the post-school outcomes for many of these students, especially for students who are likely to drop out. Even for those students who will stay in school until age 18, many need more than two years of transition services.

III Who Will Determine What Transition Services Are Needed?

> Participants in meetings. §300.344
>
> (c) **Transition services participants.**
> **(1) If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite -**
> **(i) The student; and**
> **(ii) A representative of any other agency that is likely to be responsible for providing or paying for transition services.**

The IDEA notes that, *"For all students who are 16 years of age or older, one of the purposes of the annual meeting will always be the planning of transition services, since transition services are a required component of the IEP for these students."*

In most cases, the person most able to determine and explain the student's preferences and interests is the student. Schools, parents, and service providers should do everything they can to facilitate the development of each student's self-determination skills, for these are at the core of the student developing the ability to manage his or her own life. The IEP meeting is one critically important place for the student to have an active, self-advocating and self-determining role. After all, the purpose of these IEP metings are to discuss and plan services that will directly affect the student's life, now and in the future.

When transition services are introduced into a student's educational program, representatives of the programs or agencies which can provide appropriate transition services for the student must be invited to the IEP meeting. For example, if the student is at an age where adult services should be discussed, then representatives from the appropriate adult service agencies should be invited to attend the IEP meeting. In addition the usual participants will be at the IEP meeting, i.e., the student's classroom teacher, a school representative, and the parents.

> (c) **Transition services participants.**
>
> **(2) If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and**
>
> **(3) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services.**

- If the student age 16 years or older is not able to attend the IEP meeting to discuss transition services, the school must ensure that the student's preferences and interests are considered. This determination should be documented on the IEP.

> *"John was not able to attend this meeting. However discussions with John and results of vocational assessment indicate that John is interested in the following activities: disk jockey, community college, bowling, living in an apartment."*

- For a student younger than age 16, if transition services are discussed at a meeting that did not include the student, the school must conduct a subsequent IEP meeting for that purpose, and the student must be invited to the meeting, before a decision about transition services for the student is made.

- If the invited agencies were not able to have a representative attend the IEP meeting, the school must take other steps to obtain the participation of the agency in planning transition services. Document attempts to involve the agencies in IEP meetings, such as telephone calls, written correspondence, and personal invitations.

The following is a sample list of possible participants who can provide input into transition planning for students.

CONSUMER
- Student
- Parent(s)/Guardian/Advocate
- Other Relatives/Friends

SCHOOL PERSONNEL
- Special Education Teacher/Administrator
- Regular Education Teacher/Administrator
- Vocational Education Teacher/Administrator
- Transition Specialist
- Vocational Evaluator
- Vocational Special Needs Coordinator
- Work Experience Coordinator
- Psychologist
- Social Worker
- Guidance Counselor
- Related Services Personnel (Recreation Therapist, Occupational Therapist, Physical Therapist, Speech/Language Therapist, etc.)
- Other School Personnel

ADULT SERVICES PERSONNEL
- Vocational Rehabilitation Counselor
- Developmental Disabilities Case Manager
- Jobs Training Partnership Act Representative
- Behavioral Health Services Representative
- Employment Services Representative
- Residential Service Provider
- Higher Education Representative
- Other Adult Service Personnel

IV How Does The IEP Team Determine What Transition Services Are Needed?

> Transition services. §300.18
>
> (a) **As used in this part, "transition services" which means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment,) continuing and adult education, adult services, independent living, and community participation.**
>
> (b) **The coordinated set of activities described in paragraph (a) of this section must**
> - (1) **Be based upon the individual student's needs, taking into account the student's preferences and interests; and**
> - (2) **Include**
>   - (i) **Instruction,**
>   - (ii) **Community experiences,**
>   - (iii) **The development of employment and other post-school adult living objectives, and**
>   - (iv) **If appropriate, acquisition of daily living skills and functional vocational evaluation.**

1. Identifying Anticipated Post-School Outcomes

The IDEA requires that transition services are outcome oriented and promote movement from school-to-post-school activities. To do this the IEP team must first identify the post-school outcomes that are anticipated for the student. Several post-school outcomes are described in IDEA including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, and community participation. However, the IEP team may identify others that are appropriate for an individual student. These post-graduation goals define where the student, parents, and team members envision the student in areas such as employment and independent living in the community 3 to 5 years after high school. These goals also establish the direction for the rest of the IEP.

Determining transition service areas to be included in the annual IEP will be dependent on the needs of the student and the identified anticipated post-school outcomes and will be discussed later.

On the next page is an overview of post-school outcomes and activities to consider when planning transition for students. This one-page "menu" outlines the post-school outcome areas delineated in IDEA, accompanied by examples of possible activities or outcomes in each area. Immediately following that is ***A Guide for Long-Range Transition Planning,*** a tool which can assist in determining anticipated post-school outcomes, or post-graduation goals for students.

TRANSITION SERVICES
Post-School Outcomes & Activities

POSTSECONDARY EDUCATION

Community College
University
Other Postsecondary Education

VOCATIONAL TRAINING

Vocational Technical Center
Rehabilitation Facility
Community-Based Education & Training
On-The-Job Training
Other Vocational Training

INTEGRATED EMPLOYMENT

Competitive Employment
Supported Employment
Sheltered Employment
Volunteer Work
Other Employment

CONTINUING & ADULT EDUCATION

Adult Basic Education
Community College
Other Continuing/Adult Education

ADULT SERVICES

Division of Vocational Rehabilitation
Division of Developmental Disabilities
Jobs Training Partnership Act
Behavioral Health Services
Other Adult Service

COMMUNITY PARTICIPATION

Specialized Recreation/Social Activities (Special Olympics)
Sports or Social Clubs (YMCA, Scouts, health clubs)
Community Center/Community College Programs
Parks and Recreation Programs
Hobby Clubs
Independent Activities (bowling, tennis)
Other Community Participation

INDEPENDENT LIVING

FINANCIAL & INCOME

Earned Income
Unearned Income (gifts/dividends)
Insurance (life/annuities)
General Public Assistance
Food Stamps
Supplemental Security Income
Social Security Benefits
Trust/Will or Similar Income
Other Support

LIVING ARRANGEMENTS

With Family
Adult Foster Care
Intermediate Care Facility for Mentally Retarded
Group Home
Semi-Independent Living (supervised)
Share Living (roommate)
Independent Living (own house/apartment)
Other Living Arrangement

MEDICAL SERVICES & RESOURCES

Medical Care: Intermittent Care, Daily (long-term) Care
Medical Services: General Medical Services (check-ups), Medication Services, Dental Care
Medical/Accident Insurance
Other Medical Services & Resources

PERSONAL MANAGEMENT

Household Management
Social Skills
Personal Counseling/Therapy
Parenting Skills
Support Group
Visiting Arrangements
Other Personal Management
Money Management
Hygiene Skills
Safety
Home Health Aide
Respite Care
Churches

TRANSPORTATION

Independent (own car, bicycle)
Public Transportation (bus, taxi, train)
Specialized Transportation (wheelchair, van)
Other Transportation

ADVOCACY & LEGAL SERVICES

Guardianship/Conservatorship
Wills/Trusts, Other
Other Advocacy & Legal Services

A Guide for Long-Range Transition Planning

POSTSECONDARY EDUCATION

What postsecondary education would the student like to participate in when he/she leaves high school: (Check all that apply)

___ Community College
___ University
___ Other Postsecondary Education _____

Which of the following can assist the student in preparing for postsecondary education?

	WHAT TYPE	WHICH YEAR IN SCHOOL
___ Instruction		
___ Community Experiences		
___ Employment Preparation		
___ Adult Living Preparation		
___ Daily Living Skills		
___ Functional Vocational Evaluation		

VOCATIONAL TRAINING

What vocational training would the student like to participate in when he/she leaves high school? (Check all that apply)

___ Vocational Technical Center
___ Rehabilitation Facility
___ Community Based Education & Training
___ On-The-Job Training
___ Other Vocational Training _____

Which of the following can assist the student in preparing for vocational training?

	WHAT TYPE	WHICH YEAR IN SCHOOL
___ Instruction		
___ Community Experiences		
___ Employment Preparation		
___ Adult Living Preparation		
___ Daily Living Skills		
___ Functional Vocational Evaluation		

INTEGRATED EMPLOYMENT

What employment would the student like to participate in when he/she leaves high school: (Check all that apply)

___ Competitive Full-Time Employment
___ Competitive Part-Time Employment
___ Supported Full-Time Employment
___ Supported Part-Time Employment
___ Volunteer Work
___ Sheltered Employment
___ Other (Specify)

In which kind of jobs does the student seem interested?

What kinds of jobs does he/she dislike?

Does the IEP team have preferences for the student's occupational placement?

INTEGRATED EMPLOYMENT (continued)

Are there jobs which the IEP team feels would be inappropriate for the student's placement. If so, what?

What skills need to be developed to help the student reach his/her vocational goals?

In what vocational classes would the IEP team like the student to be enrolled?

Which of the following can assist the student in preparing for employment?

	WHAT TYPE	WHICH YEAR IN SCHOOL
___ Instruction		
___ Community Experiences		
___ Employment Preparation		
___ Adult Living Preparation		
___ Daily Living Skills		
___ Functional Vocational Evaluation		

CONTINUING & ADULT EDUCATION

Will be student be in need of adult basic education, GED preparation or GED testing?

Which of the following can assist the student in preparing for continuing educational offerings?

	WHAT TYPE	WHICH YEAR IN SCHOOL
___ Instruction		
___ Community Experiences		
___ Employment Preparation		
___ Adult Living Preparation		
___ Daily Living Skills		
___ Functional Vocational Evaluation		

ADULT SERVICES

What other agencies could assist the student in preparing for the transition from school to post-school activities?

___ Division of Vocational Rehabilitation ___ Behavioral Health Services ___ Division of Developmental Disabilities
___ Jobs Training Partnership Act ___ Social Security Administration ___ Other Agency _____

Which of the following can assist the student in preparing for accessing adult services?

	WHAT TYPE	WHICH YEAR IN SCHOOL
___ Instruction		
___ Community Experiences		
___ Employment Preparation		
___ Adult Living Preparation		
___ Daily Living Skills		
___ Functional Vocational Evaluation		

COMMUNITY PARTICIPATION

Leisure/Recreation Needs

What leisure/recreational activities does the student participate in

- when alone?
- with the family?
- with friends?

COMMUNITY PARTICIPATION (continued)

Are there any other leisure/recreational activities in which the IEP team would like to see the student participate?

Are there any leisure/recreational activities which the IEP team feels would not be appropriate for the student to participate in?

What classes/activities would the IEP team like the student to participate in to develop more leisure interests and skills?

Which of the following can assist the student in preparing for leisure/recreation activities?

	WHAT TYPE	WHICH YEAR IN SCHOOL
___ Instruction		
___ Community Experiences		
___ Employment Preparation		
___ Adult Living Preparation		
___ Daily Living Skills		
___ Functional Vocational Evaluation		

INDEPENDENT LIVING

Financial

Will the student have

___ earned income?
___ general public assistance?
___ Supplemental Security Income?
___ unearned income (gifts/dividends)?
___ food stamps?
___ other Social Security Benefits?
___ insurance?
___ trust/will?
___ other support?

Living Arrangements

What duties or responsibilities does the student presently have at home?

What other duties would the IEP team like the student be able to do?

Following graduation from school, what does the IEP team think the student's living situation will be?

___ With family
___ Intermediate Care Facility
___ Semi-independent living (supervised)
___ Independent living (own house/apt.)
___ Adult Foster Care
___ Group home
___ Share living (roommate)
___ Other living arrangement (Specify)

Medical Services & Resources

Are there any medical concerns relating to the student's vocational placement. If so, please state them.

Indicate the level of medical care the student will require?

___ General medical services (check-ups)
___ Intermittent medical care
___ Medication services
___ Daily (long-term) care
___ Dental care
___ Other medical care

INDEPENDENT LIVING (continued)

Personal Management

In which of these independent living areas does the IEP team feel the student needs instruction?

___ Clothing care
___ Meal Preparation & nutrition
___ Hygiene/grooming
___ Transportation
___ Parenting/Child Development
___ Measurement
___ Sex education
___ Household management
___ Health/First aid
___ Consumer skills
___ Community awareness
___ Time Management
___ Safety
___ Other areas (Specify_____
_____)

Transportation

What transportation opportunities would the IEP team like to see the student utilize?

___ Independent: car
___ Independent: bicycle
___ Independent: other
___ Public transportation: bus
___ Public transportation: taxi
___ Public transportation: train
___ Specialized transportation: wheelchair
___ Specialized transportation: van
___ Specialized equipment: electric wheelchair
___ Other: (Specify) _____

Advocacy & Legal Services

To what extent does the IEP team see the student as being capable of self-advocacy?

Will the student need on-going assistance in this area?

Will guardianship/conservatorship issues need to be addressed for the student?

Which of the following can assist the student in preparing for community participation?

	WHAT TYPE	WHICH YEAR IN SCHOOL
___ Instruction		
___ Community Experiences		
___ Employment Preparation		
___ Adult Living Preparation		
___ Daily Living Skills		
___ Functional Vocational Evaluation		

GENERAL

1. What would the student/family like the school district staff to do to assist in planning for the students needs after graduation?

2. When the student has made a transition in the past, e.g., from one school to another, what were the problems encountered, if any?

2. Determining Present Level of Performance

Once a general direction for the student has been defined through long-range planning, the student's present level of performance is determined by discussing of the student's strengths and needs. This information comes from assessment data collected by the teacher or support personnel as well as the student and parent. It is important to address the employability and independent living domains and not just cognitive or academic skills in defining strengths and weaknesses. Through this process, the IEP team begins to select priority goals to be addressed during the upcoming year.

After focusing on the student and establishing a general direction, the questions become, "What skills, experiences and resources does the student need in each of the transition service areas to reach their long-range goals?" Once this information is gathered and identified, the team can then design a program that maximizes the student's strengths and minimizes or remediates any weaknesses in each of the transition service areas required to reach the long-range goals.

The ***Transition Planning Assessment*** on the following pages can assist in determining the student's present level of performance in transition planning areas. IEP teams should supplement the responses to this assessment with additional assessment data collected by members of the team, especially in areas not covered in the transition planning assessment.

TRANSITION PLANNING ASSESSMENT

Elementary School

	YES	NO	Current Year	Future	Omit
POSTSECONDARY EDUCATION (Late Elementary)					
Does the student express interest in postsecondary education?					
Does the student understand the need for postsecondary education for some jobs?					
Does the student understand the emphasis of academic skills for postsecondary education success?					
EMPLOYMENT/CAREER AWARENESS					
Can the student explain parent(s) jobs?					
Can the student name 10 types of jobs?					
Can the student explain her/his academic strengths and weaknesses?					
Can the student explain how his/her skills could relate to a job?					
Can the student express interest in 2-3 different jobs?					
ADULT SERVICES					
Is the student in need of services from a social service agency such as the Div.of Developmental Disabilities?					
INDEPENDENT LIVING					
<u>Financial Assistance & Income Support</u>					
Is the student receiving Social Security Income?					
Does the student earn an allowance?					
Does the student spend allowance wisely?					
<u>Living Arrangements</u>					
Can the student discuss various types of living arrangements (homes, apartments, etc.)?					
<u>Medical Services & Resources</u>					
Can the student describe his/her medical needs?					
Can the student take medicine (if needed) independently?					
Can the student state her/his doctor's name?					
Will there be a need for ongoing medical care?					
<u>Insurance</u>					
Do the parents/guardians have medical insurance on the student?					
Do the parents/guardians understand insurance options for the student (i.e. Medicaid, etc.)?					
<u>Personal Management</u>					
Does the student choose her/his clothes and dress herself/himself?					
Does the student perform personal hygiene tasks independently (bathing, etc.)?					
Does the student follow safety rules?					

TRANSITION PLANNING ASSESSMENT
Elementary School (Continued)

	Yes	No	Current Year	Future	Omit
Does the student have home chores designated?					
Does the student manage his/her time effectively?					
Socialization/Friends					
Does the student have age-appropriate friends?					
Does the student have friends who do not have a disability?					
Does the student have opportunities to develop friendships?					
Does the student demonstrate being a friend (sharing, etc.)?					
Does the student participate in activities with friends?					
Transportation					
Can the student negotiate her/his neighborhood?					
Can the student state various means of transportation (i.e. walk, bike, bus, car, train, etc.)?					
Can the student negotiate her/his way around the school independently?					
Advocacy & Legal Services					
Will the student be in need of advocacy or legal services in the future (guardianship, etc.)?					
Do the parents/guardians communicate their needs/desires and their hopes for the student?					
Self-Advocacy					
Does the student communicate her/his needs effectively?					
Does the student ask for help when needed?					
Does the student participate in his/her IEP meeting?					
Does the student use communication devices efficiently (i.e. phone, letters, computers, etc.)?					
Does the student resolve conflicts with other effectively?					
COMMUNITY PARTICIPATION					
Does the student go to restaurants, movies, library?					
Does the student participate in sports activites?					
Does the student negotiate his/her neighborhood easily?					
Does the student participate in church youth groups?					
Leisure & Recreation					
Does the student participate in school activites?					
Does the student participate in Physical Education classes?					
Does the student play games at home?					
Does the student express his/her interest in various recreational activities?					
Does the student participate in different leisure/recreation activities outside of school?					

TRANSITION PLANNING ASSESSMENT

Middle School/Junior High School

	YES	NO	Current Year	Future	Omit
POSTSECONDARY EDUCATION					
Can the student state postsecondary training for various careers (i.e. vo-tech, community. college, etc.)?					
Can the student express his/her interest in postsecondary training?					
Can the student develop a school/training plan?					
EMPLOYMENT/CAREER AWARENESS					
Does the student have opportunities to try-out different jobs?					
Does the student know where to find information on careers?					
Does the student self-evaluate skills/abilities realistically?					
Does the student relate skills/abilities to jobs?					
Does the student have any work responsibilities (i.e., paper route, babysitting, etc.)?					
Does the student state her/his likes/dislikes and interests in particular jobs?					
Does the student make realistic decisions in planning for a future job?					
ADULT SERVICES					
Is the student in need of services from a social service agency such as the Div.of Developmental Disabilities?					
INDEPENDENT LIVING					
<u>Financial Assistance & Income Support</u>					
Is the student receiving Social Security Income?					
Does the student earn an allowance?					
Does the student earn money from jobs such as babysitting, etc?					
Does the student manage money wisely?					
Does the student make her/his own purchases?					
<u>Living Arrangements</u>					
Does the student express a desire for a certain type of living arrangement upon graduation?					
Does the student demonstrate an understanding of the cost of living and lifestyle planning?					
<u>Medical Services & Resources</u>					
Does the student demonstrate a basic understanding of different types of medical care?					
Does the student realistically express her/his medical needs and limitations?					
Does the student independently take medication, if needed?					
Does the student demonstrate skills needed to decide when to take over-the-counter medicine (i.e. aspirin)?					
Will the student need ongoing assistance in this area?					

Middle School/Junior High School (Continued)

	YES	NO	Current Year	Future	Omit
Personal Mangement					
Does the student get himself/herself up in the mornings?					
Does the student independently care for hygiene and grooming?					
Does the student prepare simple meals?					
Does the student do his own laundry?					
Does the student independently complete assigned household chores?					
Does the student follow safety rules?					
Does the student purchase needed personal items?					
Does the student use time effectively?					
Socialization/Friends					
Does the student have age-appropriate friends?					
Does the student have friends who do not have a disability?					
Does the student demonstrate different levels of personal relationships (close friends, intimate friends)?					
Does the student participate in activities with her/his friends (i.e. parties, etc)?					
Does the student resolve conflicts with friends effectively?					
Transportation					
Can the student negotiate his/her neighborhood?					
Can the student identify various means of transportation (i.e. walk, bike, bus, car, train, etc.)?					
Can the student negotiate the school environment?					
Can the student utilize at least one mode of transportation?					
Advocacy & Legal Services					
Will the student need ongoing advocacy or legal services?					
Self-Advocacy					
Does the student participate in the IEP planning?					
Does the student demonstrate assertiveness?					
Does the student express desires effectively?					
Does the student have opportunities to make choices and decisions?					
Does the student communicate effectively and differentially with peers and adults?					

TRANSITION PLANNING ASSESSMENT

Middle School/Junior High School (Continued)

	YES	NO	Current Year	Future	Omit
COMMUNITY PARTICIPATION					
Does the student negotiate his/her neighborhood?					
Does the student demonstrate ability to get to movies, grocery store, restaurant, library, etc.)?					
Does the student participate in community sports activites?					
Does the student participate in youth groups?					
Leisure & Recreation					
Does the student identify leisure interests?					
Does the student participate in these identified areas?					
Does the student know how to find out about leisure activites?					
Does the student participate in school extracurricular activites?					
Does the student demonstrate participation in both individual and group leisure/recreation activities?					

TRANSITION PLANNING ASSESSMENT

High School

	YES	NO	Current Year	Future	Omit
POSTSECONDARY EDUCATION					
Does the student want or need postsecondary training? What type? __ vo-tech __ cc __ 4 year __ ojt					
Does the student need assistance from an adult agency?					
Does the student need assistance with application/financial aid forms?					
Does the student need help selecting an institution?					
Does the student know and meet the deadlines for applications?					
Does the student meet the criteria for admission?					
Can the student contact the support services personnel at the postsecondary institution?					
Can the student effectively express her/his limitations and need for various support services?					
Can the student visit the campus prior to selection?					
EMPLOYMENT/CAREER AWARENESS/VOCATIONAL TRAINING					
Does the student demonstrate an understanding of his/her employment oprions (full-time, part-time, etc.)?					
Does the student demonstrate the skills, aptitudes and behaviors to reach her/his goal?					
Does the student demonstrate ability to complete W2/W4 and income tax forms?					
Does the student relate skills/abilities to jobs?					
Does the student describe employment options available in the community?					
Does the student have or need related work experience?					
Does the student need help with finding a job?					
Does the student need help with keeping a job?					
Is the student willing to relocate?					
Career Planning					
Does the student have vocational assessment information in her/his file?					
Does the student have a realistic career goal?					
Does the student have a realistic plan to reach the goal?					
Does the student have parental support for the career goal?					
ADULT SERVICES					
Is the student in need of services from the Division of Developmental Disabilities?					
Is the student in need of services from the Division of Vocational Rehabilitation?					
Is the student in need of services from Jobs Training Partnership Act?					
Is the student in need of services from the Social Security Administration?					
Is the student in need of services available from other social service agencies? Specify_____					

High School (Continued)

	YES	NO	Current Year	Future	Omit
INDEPENDENT LIVING					
Finalcial Assistance & Income					
Does the student need financial assistance from an adult agency (DVR, SSI, etc.)?					
Does the student receive SSI and understand the various programs available to him/mer?					
Does the student know how to file for various benfits (i.e. unemployment, SSI, public assistance, etc.)?					
Does the student make purchases appropriate for level of income?					
Does the student know how to open and maintain a checking and savings account?					
Does the student need ongoing assistance in this area?					
Personal Management					
Can the student get herself/himself up in the morning?					
Can the student use good judgement about going to bed on time?					
Can the student prepare meals for self?					
Can the student manage money effectively?					
Can the student manage time effectively?					
Can the student perform routine household maintenance chores (dishes, cleaning, etc.)?					
Can the student select and care for clothes?					
Can the student maintain personal grooming and hygiene skills?					
Socialization/Friends					
Does the student have age-appropriate friends?					
Does the student demonstrate different levels of personal relationships (close friends, intimate friends)?					
Does the student have friends who do not have a disability?					
Does the student participate in activities with her/his friends?					
Does the student resolve conflicts with friends effectively?					
Transportation					
Can the student demonstrate the use of various modes of transportation (walking, driving, bicycle, etc.)?					
Does the student know how to find transportation when needed?					
Does the student have a drivers license?					
Does the student need special travel arrangements made on an ongoing basis?					

TRANSITION PLANNING ASSESSMENT

High School (Continued)

	YES	NO	Current Year	Future	Omit
Advocacy & Legal Services					
Does student demonstrate an understanding of her/his rights and responsibilities as a person with a					
Does the student need ongoing advocacy support?					
Does the student need ongoing guardian support?					
Self-Advocacy					
Does the student demonstrate assertiveness with friends?					
Does the student demonstrate assertiveness with adults?					
Does the student participate in his/her IEP planning?					
Does the student participate in the development of long range goals?					
Does the student express opinions and needs effectively?					
Does the student demonstrate ability to ask for help when needed?					
Does the student understand and effectively express limitations/needs as well as strengths?					
COMMUNITY PARTICIPATION					
Does the student demonstrate how to locate/utilize public utility companies, post office, drivers license?					
Does the student utilize public shopping malls, theaters, library, grocery stores, etc.?					
Does the student know how to register to vote?					
Does the student know how to apply for and gain a drivers license?					
Does the student know how to register for selective service?					
Does the student demonstrate use of public transportation?					
Leisure & Recreation					
Does the student demonstrate participation in school activities?					
Does the student demonstrate participation in community activities?					
Does the student demonstrate participation in both individual and group recreational activities?					
Does the student demonstrate the ability to seek out information on leisure activities of interest to him/her?					

Once the long-range goals have been identified, and the present level of performance determined for the student, the IEP team can begin to record this information on the "School to Post-school Transition Plan."

The student's preferences and interests for transition services may be recorded on the "School to Post-school Transition Plan" in the following area.

Student preferences and interests for transition services:

The anticipated post-school outcomes for the student may be recorded on the "School to Post-school Transition Plan" in the following area.

Post-school outcomes to be considered:			
[ ] Postsecondary Education	[ ] Vocational Training	[ ] Integrated Employment	[ ] Continuing & Adult Education
[ ] Independent Living	[ ] Community Participation	[ ] Other (Specify) _____	

The coordinated set of activities leading to the identified post-school outcomes may be recorded in the following area.

	Coordinated Set of Activities from School to Post-school Outcomes				
Transition Service Area	Year 1	Year 2	Year 3	Year 4	Year 5
1. INSTRUCTION					
2. COMMUNITY EXPERIENCES					
3. EMPLOYMENT					
4. ADULT LIVING					
5. Daily Living Skills					
6. Vocational Evaluation					

This "School to Post-school Transition Plan" can now serve as the central planning document used by the IEP team each year to initiate the discussion of which transition services the student needs to have addressed in the annual IEP.

Student Name _____ Birthdate _____ Date of IEP _____ Page ___ of ___

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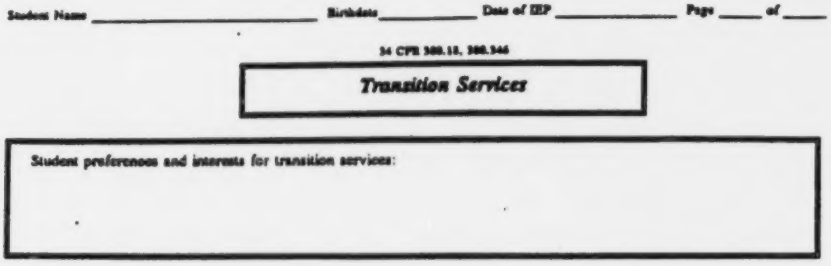
Transition Services

SCHOOL TO POST-SCHOOL TRANSITION PLAN					
Student preferences and interests for transition services:					
Post-school outcomes to be considered: [ ] Postsecondary Education [ ] Vocational Training [ ] Integrated Employment [ ] Continuing & Adult Education [ ] Independent Living [ ] Community Participation [ ] Other (Specify) _____					
	Coordinated Set of Activities from School to Post-school Outcomes				
Transition Service Area	Year 1	Year 2	Year 3	Year 4	Year 5
1. INSTRUCTION					
2. COMMUNITY EXPERIENCES					
3. EMPLOYMENT					
4. ADULT LIVING					
5. Daily Living Skills					
6. Vocational Evaluation					

3. Defining Needed Transition Services

Annually, the IEP team will need to address on the IEP the transition services needed by the student. Using the ADE-SES format the following information on the student can be recorded.

The interests and preferences of the student for transition planning can be recorded in the following area.



Student Name _____ Birthdate _____ Date of IEP _____ Page ____ of ____

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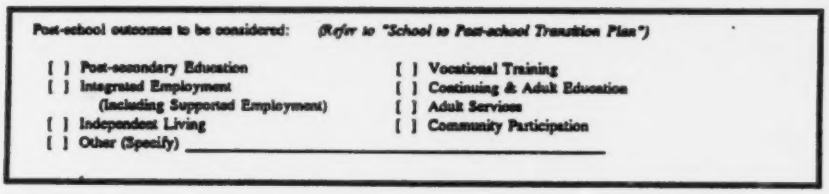
Transition Services

Student preferences and interests for transition services:

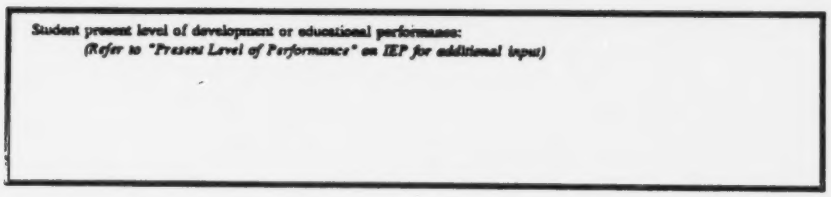
The anticipated post-school outcomes can be recorded in the following area.



Post-school outcomes to be considered: *(Refer to "School to Post-school Transition Plan")*

[ ] Post-secondary Education
[ ] Integrated Employment (Including Supported Employment)
[ ] Independent Living
[ ] Other (Specify) _____
[ ] Vocational Training
[ ] Continuing & Adult Education
[ ] Adult Services
[ ] Community Participation

The present level of development or educational performance can be recorded in the following area.



Student present level of development or educational performance:
(Refer to "Present Level of Performance" on IEP for additional input)

The current transition services to be provided can be recorded in the following area.

Statement of current transition services: *(Refer to "School to Post-school Transition Plan")* *Services must include #1 - #4. If team determines services not needed in one or more of these areas, include statement to that effect and basis upon which determination was made.*
1. INSTRUCTION
2. COMMUNITY EXPERIENCES
3. EMPLOYMENT
4. ADULT LIVING
5. Daily Living Skills
6. Functional Vocational Evaluation

REMEMBER:

- **The first four areas must be provided each year for the student receiving transition services.**

- **If the IEP team determines that services are not needed in one or more of those areas, then the IEP team must identify which areas and document the basis upon which that determination was made!**

4. Designing Annual Goals and Short-Term Instructional Objectives

Once the IEP team has identified and prioritized needed transition services for the student, those needs identified as priorities for the upcoming year become annual goals. The team determines the skills, knowledge and experience to be offered and resources that must be utilized to reach the annual and eventually, the long-range goals. The specific skills, knowledge and experiences that are necessary to achieve the annual goals become the short-term objectives.

For example, in the financial transition service area, the team might decide that an 18 year old student with mental disabilities needs skills in developing and maintaining a budget. Additionally, he/she needs to apply for SSI and determine if he/she would be eligible for food stamps. All of these are activities in preparation for living on his/her own. These activities could be written as short-term objectives.

Based on the student's present level of performance, annual goals can be viewed as broad general statements of program intent. A goal usually encompasses many skills within one area of program content. For example, one goal of improving independent living skills might include objectives to determine living options within the community, reviewing a lease to determine cost and restrictions, and applying for independent living financial support.

- Goals should be general statements, yet focus on individual skill or content areas.
- Goals should be designed to correct the weaknesses indicated in the present level of performance.
- Goals should reflect reasonable expectations for student accomplishment.
- Goals should be written in language easily understood by all members of the IEP team.

After annual goals are determined the team should identify strategies designed to reduce/eliminate barriers, increase opportunities and create programs or services to help the student achieve their long-range goals.

Short-term instructional objective are measurable, intermediate steps between a student's present levels of performance and the attainment of the annual goals established for the student. The objectives are developed based on a logical breakdown of the major components of each annual goal, and can serve as milestones for measuring progress toward meeting the goals.

The following factors must be included when writing objectives:

1. Objectives must be **measurable:** use language which will enable you to count what a student does (e.g., to write, to read, to list to perform). Do not use: to understand, to appreciate, to comprehend, etc.

2. Objective criteria which indicates **when** the objective has been accomplished, such as:
   a. 95% accuracy;
   b. less than 5 times a day;
   c. 50 correct responses in one minute;
   d. 4 out of 5 trials on three consecutive days.

3. An **evaluation** procedure used in measuring the objective:
   a. direct observation and recording;
   b. teacher-made tests;
   c. criterion referenced tests;
   d. standardized tests.

4. The **schedule** to be following measuring the objective:
   a. once a day;
   b. twice a week;
   c. once a month;
   d. every two weeks.

In other words, in writing short-term instructional objectives you will need to:

1. Describe the behavior you want to student to be able to perform. Use specific terms such as: "to name", "to list", "to write", "to compare", "to complete".
2. Indicate the conditions under which the student will be expected to perform.
3. Specify the level of performance you will accept as successful attainment of the objective.

If the IEP team determines that the transition service needed by the student does not lend itself to a goal and objective structure, then a plan for the provision of the identified service must be specified, including the activity to be completed, person/agency responsible, and time line for completing activity.

The following pages contain ideas for transition annual goals and short-term instructional objectives in each of the transition planning areas.

Transition Services

Ideas for Goals and Objectives

The following are examples of ideas for goals and objectives that relate to major transition service areas. <u>These goals and objectives are not complete technically; therefore, if used as is in an IEP, they will not be considered acceptable!</u> <u>These are meant to GUIDE YOUR THINKING</u> and make you feel more comfortable in incorporating transition services within the IEP. Feel free to use your own language and add any objectives that would be important in preparing a student for living and working in the community. Evaluation criteria should be individualized for each student.

POSTSECONDARY EDUCATION

GOAL: Identify education options

Student will:

- contact Career Center to determine his/her options and how they meet his/her needs
- complete and submit financial aid packet
- review 3 post-secondary catalogs
- work with counselor/instructor to determine credits
- contact/visit college/university/school of choice
- contact guidance counselor to determine most appropriate high school classes to take to reach long-range goal
- take SAT

VOCATIONAL TRAINING

GOAL: Determine vocational strengths, weaknesses, and interests

Student will:

- complete vocational assessment
- review results of assessment with instructor
- complete an aptitude test
- complete an interest inventory
- self-assess vocational abilities and interests after completing work samples
- shadow a vocational program and assess necessary skills
- collect assessment data
- take ASVAB

GOAL: Participate in vocational options

Student will:

- shadow a vocational education program for 2 days
- participate in high school welding program
- attend electronics class at vocational technical center
- tour Institute of Technology
- identify 2 vocational programs, tour and arrange interview with instructor
- identify vocational program which would meet his/her vocational needs

GOAL: Explore a variety of career options

Student will:

- job shadow 3 businesses of interest
- participate in 2 volunteer work experiences
- interview worker in career area of interest
- tour supported employment programs
- participate in Summer Youth employment
- enroll in Career class and participate in related work experience
- attend Career Days

INTEGRATED EMPLOYMENT

GOAL: Obtain employment

Student will:

- contact job developer
- write/update resume
- practice interview skills
- contact and apply to 3 businesses
- keep records of job search
- apply for Job Service assistance
- check with Job Service personnel one time per week for possible job lead

CONTINUING AND ADULT EDUCATION

GOAL: Explore options for continuing education

Student will:

- contact counseling office to locate programs
- work with counselor/instructor to determine needs
- visit adult basic education classes at local community college

GOAL: Obtain a GED

Student will:

- research requirements for GED testing, i.e., age, time out of school, etc.
- complete pretest for GED
- visit GED classes at local community college/testing center
- obtain GED study materials

ADULT SERVICES

GOAL: Become aware of community agencies and services

Student will:

- identify individual support needs
- determine appropriate community resources to meet support needs
- contact and interview professionals to determine eligibility

COMMUNITY PARTICIPATION

GOAL: Participate in extracurricular activities

Student will:

- identify clubs, athletic and service options available at school
- make arrangements for transportation to and from events
- attend all club meetings and associated activities

GOAL: Participate in community leisure and recreation programs or activities

Student will:

- identify local recreation options
- visit/contact 3 recreation options
- determine cost, rules, hours, of recreation option of interest
- evaluate recreation/leisure options of interest
- explore school activities/sports

INDEPENDENT LIVING

FINANCIAL AND INCOME

GOAL: Obtain needed financial assistance

Student will:

- review transition service area printout to determine any possible financial resources available.
- call identified financial resources to determine eligibility requirements
- apply for Supplemental Security Income (SSI)
- make application to Vocational Rehabilitation and complete intake process

GOAL: Explore various sources of income

Student will:

- visit the Social Security Administration Office
- complete an application for social security benefits
- obtain copies of documents necessary to apply for social security benefits
- visit a Department of Economic Security Office to determine eligibility for services/benefits

LIVING ARRANGEMENTS

GOAL: Develop an awareness of various living arrangements

Student will:

- visit 4 or 5 different living arrangements
- identify different types of living arrangements
- select an appropriate type of living arrangement for himself/herself

GOAL: Live independently

Student will:

- take Home Economics
- review a lease
- determine personal needs/limitations in a living situation
- visit 2 apartments for rent
- look through ads and choose 3 possible living options
- explore dorm possibilities on campus of choice
- cook dinner one time per week
- shadow maintenance person to learn basic home maintenance skills

- develop a personal budget
- open a checking/savings account

MEDICAL SERVICES AND RESOURCES

GOAL: Become aware of/obtain medical supports and assistance

Student will:
- identify helping professionals in medical field
- contact/locate medical assistance agencies in area of need
- apply for Medicaid/appropriate medical resources in the community
- determine medical needs
- determine appropriate questions to ask medical professional
- call medical professionals to compare services and cost
- design a file with all pertinent medical information

PERSONAL MANAGEMENT

GOAL: Become aware of personal and family support agencies and services

Student will:
- identify counseling/support needs
- determine appropriate community resources to meet counseling/support needs
- contact and interview potential professionals/groups to determine suitability to individual needs
- participate in mentor program

GOAL: Plan and prepare a nutritionally balanced diet

Student will:
- identify components of a balanced diet
- visit a grocery store to identify acceptable produce
- plan a menu for a day/week/month
- follow a recipe

GOAL: Develop personal management skills

Student will:
- prepare a monthly budget
- identify appropriate uses for 4 different sets of clothing

TRANSPORTATION

GOAL: Travel independently

Student will:
- obtain driver's license
- find co-worker with whom to ride
- compare cost/purchase liability insurance
- call bus line to determine cost/services
- practice riding bus line
- explore transition options in (city_____), including cost, hours, restrictions
- purchase a car

ADVOCACY AND LEGAL SERVICES

GOAL: Obtain needed legal assistance

Student will:
- determine individual legal needs
- determine legal resources available in the community
- research legal resources
- apply for appropriate legal assistance

5. Documenting Agency Responsibilities

§ 300.344 Participants in meetings.

(c) **Transition services participants.**
(1) If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite -
(i) The student; and
(ii) A representative of any other agency that is likely to be responsible for providing or paying for transition services.
(2) If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered; and
(3) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services.

§ 300.346 Content of the individualized education program.

(b) **Transition services.**
(1) The IEP for each student, beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of the needed transition services as defined in § 300.18, including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.

§ 300.347 Agency responsible for transition services.

(a) **If a participating agency fails to provide agreed-upon transition services contained in the IEP of a student with a disability, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP.**

(b) **Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition services that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.**

After transition services are determined, the IEP team needs to determine the agency that will be responsible for providing the necessary services. The agency responsible for the student's education is responsible for overseeing the provision of transition services for the student. However, the IDEA is clear that the public agency responsible for the student's education must invite to the IEP meeting other agencies that could provide for or pay for transition services for the student.

Transition services is a shared responsibility, therefore, providing and implementing services is a shared effort. Dependent upon the objective, either school personnel, service providers, or the student might be identified as responsible for providing the transition service. It is important to include the student in this process as much as possible. By giving students the responsibility to accomplish specific short-term objectives, they are learning to become empowered and develop into adults who can take a self-determined role in their future.

As specified in IDEA, the IEP team may also determine that it is appropriate to include a statement of interagency responsibilities and/or linkages in the IEP prior to the student leaving the school setting. When this statement is included in the IEP, and the agencies identified as responsible fail to provide the agreed upon services, the educational agency must be responsible for reconvening the IEP team to determine alterative strategies, and if necessary, revising the student's IEP.

One of the last steps in this stage of the process is to determine timelines for each objective. Whatever timeline is decided, it is important that someone be designated to follow-up with whomever is identified as the responsible party for each objective on the IEP.

The documentation of agency responsibilities for transition services can be recorded in the following format.

APPENDIX A

IDEA Components Related to Transition Services

IDEA COMPONENTS RELATED TO TRANSITION SERVICES

§ 300.5 Assistive technology device.

As used in this part, "assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities

(Authority: 20 U.S.C. 1400)

§ 300.6 Assistive technology service.

As used in this part, "assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes –

(a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;

(b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;

(c) Selecting, designing, fitting, customizing, adapting, applying, retaining, repairing, or replacing assistive technology devices;

(d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

(e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and

(f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of children with disabilities.

(Authority: 20 U.S.C. 1401(a)(26)).

Note: The definitions of "assistive technology device" and "assistive technology service" used in this part are taken directly from section 602(a)(25)-(26) of the Act, but in accordance with Part B, the statutory reference to "individual with a disability" has been replaced with "child with a disability." The Act's definitions of "assistive technology device" and "assistive technology service" incorporate verbatim the definitions of these terms used in the Technology-Related Assistance for Individuals with Disabilities Act of 1988.

§ 300.16 Related services.

(a) **As used in this part, the term "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.**

(10) **"Rehabilitation counseling services" means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to students with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.**

(12) **"Social work services in schools" includes –**

(i) Preparing a social or developmental history on a child with a disability;

(ii) Group and individual counseling with the child and family;

(iii) Working with those problems in a child's living situation (home, school, and community that affect the child's adjustment in school; and

(iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program.

§ 300.17 Special education.

(3) **The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.**

(Authority: 20 U.S.C. 1401(a)(16))

(3) "Vocational education" means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Note 2: The above definition of vocational education is taken from the Vocational Education Act of 1963, as amended by Public Law 94-482. Under this Act, "vocational education" includes industrial arts and consumer and homemaking education programs.

§ 300.308 Assistive technology.

Each public agency shall ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in § 300.5-300.6, are made available to a child with a disability if required as a part of the child's –

(a) Special education under § 300.17;

(b) Related services under § 300.16; or

(c) Supplementary aids and services under § 300.550(b)(2).

APPENDIX B

Selected Questions from Appendix C Part 300

SELECTED QUESTIONS
Appendix C to Part 300 - Notice of Interpretation

§ 300.346 *Content of IEP*

48. If modifications are necessary for a child with a disability to participate in a regular education program, must they be included in the IEP?

Yes. If modifications (supplementary aids and services) to the regular education program are necessary to ensure the child's participation in that program, those modifications must be described in the child's IEP (e.g., for a child with a hearing impairment, special seating arrangements or the provision of assignments in writing). This applies to any regular education program in which the student may participate, including physical education, art, music, and vocational education.

50. If a student with a disability is to receive vocational education, must it be described or referred to in the student's IEP.

The answer depends on the kind of vocational education program to be provided. If a student with a disability is able to participate in the regular vocational education program without any modifications to compensate for the student's disability, it would not be necessary to include vocational education in the student's IEP. On the other hand, if modifications to the regular vocational education program are necessary in order for the student to participate in that program, those modifications must be included in the IEP. Moreover, if the student needs a specially designed vocational education program, then vocational education must be described in all applicable areas of the student's IEP (e.g., present levels of educational performance, goals and objectives, and specific services to be provided). However, these statements would not have to be presented in any more detail than the other special education services included in the IEP.

57. Is it permissible to consolidate the IEP with an individualized service plan developed under another Federal program?

Yes. In instances where a child with a disability must have both an IEP and an individualized service plan under another Federal program, it may be possible to develop a single, consolidated document only if: (1) it contains all of the information required in an IEP, and (2) all of the necessary parties participate in its development.

Examples of individualized service plans that might be consolidated with the IEP are: (1) The Individualized Care Plan (Title XIX of the Social Security Act (Medicaid)), (2) the Individualized Program Plan (Title XX of the Social Security Act (Social Services)), (3) the Individualized Service Plan (Title XVI of the Social Security Act (Supplemental Security Income)), and (4) the Individualized Written Rehabilitation Plan (Rehabilitation Act of 1973).

§ 300.350 *Accountability*

60. Is the IEP a performance contract?

No. Section 300.350 makes it clear that the IEP is not a performance contract that imposes liability on a teacher or public agency if a child with a disability does not meet the IEP objectives. While the agency must provide special education and related services in accordance with the IEP of each child with a disability, the Act does not require that the agency, the teacher, or other persons to be held accountable if the child does not achieve the growth projected in the written statement.

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